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**Lebanon Campus**

**HARRISBURG AREA COMMUNITY COLLEGE**

**SOCIALSCIENCES DIVISION**

**COURSE SYLLABUS**

Instructor: Mr. Larry R. Geib

SUBJ & NUM: HIST 201

Course Title: Western Civilization I

Term & Year: Fall 2011

CRN & Credit Hours: 23678; 3 credits

Class Room #: 108 PHS

**PALMYRA AREA HIGH SCHOOL  
1125 PARK DRIVE**

**PALMYRA, PA. 17078**

[**Larry\_geib@pasd.us**](mailto:Larry_geib@pasd.us)

**(office hours will be from 7:30 am until 3:45 pm or as needed)**

**Catalog Description** : Survey of the development of civilization in the Middle East, Greece, Rome, and Europe from ancient times through the Reformation.

**Prerequisite Course(s)** : None

**Text(s), required** : Chambres, Hanawalt. The Western Experience. Vol. I. New York, NY: McGraw Hill.

**Learning Outcomes** :

Upon successful completion of the course the student will be able to:

* Demonstrate student understanding of the principles upon which history is founded
* Explain the foundations of Western Civilization as developed in Mesopotamia, Egypt, ancient Greece, and the Roman Empire
* Demonstrate student awareness concerning the contributions and tensions to Western society from the Islamic states and the Byzantine Empire
* Apply the historian's values of objectivity, accuracy, and truth to the study of Europe during the Middle Ages, the Renaissance and Reformation Eras and the Era of Emerging States to 1715
* Develop analytical skills in writing reports and learn the geographic principles associated with the historical development of these civilizations

**Method of Instruction:**

Lecture

Class Discussion

Share Experiences

Student Debate

**Course Requirements (exams, papers, lab procedures, lab supplies, etc.):**

Each student will be required to complete:

1. Historical Book Report – book assigned by the teacher (there will be both a written paper and oral presentation to the teacher where questions dealing with historical preparation will be discussed.)
2. Each student is assigned a series of Historical Readings from four source books: *Everyman in Europe I & II*  and *Aspects of Western CivilizationI & II.* My students than create Historical Reading Research Papers based on the idea of the Document Based Essay Questions of the AP Exams. The grading system is as follows:

**Oral Grade - 100 points**

**40 points - visual aid**

**20 points - outline given to fellow students**

**40 - presentation**

**Written Paper Grade - 100 points**

**20 points - Bibliograpgy ( must use MLA style )**

**80 points - Written Paper**

**Book Report**

**Written Paper Grade - 100 points**

**Oral Individual Discussion - 100 points**

**CLASS PARTICIPATION:**

Students are free to raise questions to seek clarification of lecture and textbook information and to challenge the instructor, but no points for a grade are awarded for class participation unless they are related to an assigned class project.

1. Here is a list of Observations/Questions pertinent to the evidence taken from AP material to help students analyze evidence and interpretations presented in historical scholarship. (Not all of the following will be relevant to each document.)
   1. What is the literal meaning of the document?
      1. Biography of the author(s)
      2. Outline of historical times it is written in
      3. Reasons for the document being written
      4. Reaction of others to the writing of the document
   2. How well situated was the author to observe and record the event?
   3. Is bias a factor? (ideological, class, personal)
   4. Is specialized information necessary to understand the document? If so, for which parts?
   5. Does the report correspond to the dictates of formal common sense?
   6. Is there corroboration with others?
2. Maps and Map Tests on geography, history, and modern states of Europe.
3. Unit Exams to include: short answer, multiple-choice, time lines, matching and essay both in class and take home. Questions for each section will include both an analytical and interpretive nature.

**In class exam - 100 points each**

**take home essay - 50 points**

There will be a total of 6 exams for the course.

The Students Final Grade will be determined by taking the total number of points they have earned on exams and projects and dividing it by the total number of points for the course to get their %

**Grading System & Point Distribution:**

**PHS Grading System HACC Grading System**

**A = 93-100 A = 90-100**

**A- = 90-92 B = 80-89**

**B+ = 87-89 C = 70-79**

**B = 83-86 D = 60-69**

**B- = 80-82 F = 59 and below**

**C+ = 77-79**

**C = 73-76**

**C- = 70-72**

**D+ = 69-67**

**D = 63-66**

**D- = 60-62**

**F = 59 and below**

**COURSE INFORMATION**

**Meeting time/Location** – everyday for 90 days (70 minute periods) Room 108

**Five Period Schedule**

|  |  |  |
| --- | --- | --- |
| **Class** | **Time** | Minutes |
| **Period 1** | **7:50 – 9:15** | **85**  **Homeroom included** |
| **Period 2** | **9:19 – 10:29** | **70** |
| **Period 3** | **10:33 – 12:17**  **Lunch – 10:33 – 11:03**  **Class – 11:07 – 12:17** | **Total = 100**  **Lunch = 30**  **Class = 70** |
| **Period 4** | **10:33 – 12:17**  **Class – 10:33 – 11:10**  **Lunch – 11:10 – 11:40**  **Class- 11:44 – 12:17** | **Total = 100**  **Class = 37**  **Lunch = 30**  **Class = 33** |
| **Period 5** | **10:33 – 12:17**  **Class – 10:33 – 11:47**  **Lunch – 11:47 – 12:17** | **Total = 104**  **Class = 74**  **Lunch = 30** |
| **Period 6** | **12:21 – 1:31** | **70** |
| **Period 7** | **1:35 – 2:45** | **70** |
|  |  |  |

**Note:**

1. **74 minutes classes include 4 minutes of pass time.**
2. **Homeroom is included in the first period**
3. **First period begins five minutes late**

**Delayed Opening Time**

Palmyra Area School District policy:

one or two hour delay

reduce time of first and second period

**Academic Dishonesty**

Palmyra School District Policy

**ACADEMIC DISHONESTY** is defined in Administrative Procedure 594. A partial description of this procedure is given below.

“Academic dishonesty is defined as an intentional act of deception in which a student seeks to claim credit for the work or effort of another person, or uses unauthorized material or fabricated information in any academic work.” It includes, but is not limited to:

A. Cheating - giving or receiving answers on assigned material, using materials or aids forbidden by the instructor ... unauthorized possession of examinations....

B. Plagiarism - offering someone else's work, words, or ideas as one's own or using material from another source without acknowledgement.

C. Interference – interfering without permission with the work of another student, either by obtaining, changing or destroying the work of another student.

D. Buying or selling of term papers, homework, examinations, laboratory assignments, computer programs, etc.

E. Falsifying of one's own or another's records

F. Knowingly assisting someone who engages in A - E above.

Penalties for students found to have committed academic dishonesty include, but may not be limited to, the following:

A. Lowering of a grade or failure for a particular assignment,

B. Lowering of a grade, failure, and/or dismissal from the course.

C. Disciplinary probation-may include a limitation on credits, mandatory repeat of a course, etc.

D. Suspension from a curriculum.

E. Suspension from the College

**PLAGIARISM PROCEDURE**

**Definition:**

Plagiarism is the uncredited use of another's words or *ideas.* If a student uses someone else's words, he/she must put quotation marks around them and credit the source in a parenthetical citation, and Works

Cited page. If a student *paraphrases* the words of others, or puts those ideas in his/her own words, it still must be made clear (by way of citations) that the ideas belong to and originate from another person. Information considered to be common knowledge does not require a citation. This will ultimately be determined as such by the teacher. Failure to credit borrowed words or ideas is a serious breach of academic integrity, which undermines this educational institution.

Plagiarism may include any of the following:

1. Submitting as one's own an assignment written (in part or as a whole) by someone else.
2. Copying someone else's words and/or ideas and representing them as one's own.
3. Using material from another source without citations.
4. Omitting quotation marks from material that is quoted verbatim from another source.

**Consequences:**

Once plagiarism is proved (i.e., the original source is located, or the student admits the offense), the following consequences will ensure:

• The student will be assigned a zero for the assignment in question.

• Parents will be notified.

• The administration will be notified.

*Borrowed in part from: Harris, Robert A. The Plagiarism Handbook. Los Angeles: Pyrzak Publishes, 2001. Harrisburg High School Harrisburg, IL*

EEOC/PHRC Statements

**EEOC Policy 005:** It is the policy of Harrisburg Area Community College, in full accordance with the law, not to discriminate in employment, student admissions, and student services on the basis of race, color, religion, age, political affiliation or belief, gender, national origin, ancestry, disability, place of birth, General Education Development Certification (GED), marital status, sexual orientation, gender identity or expression**,** veteran status, or any legally protected classification. HACC recognizes its responsibility to promote the principles of equal opportunity for employment, student admissions, and student services taking active stepsto recruit minorities and women.

Inquiries should be directed to the Assistant to the President, One HACC Drive, Harrisburg, PA 17110, Telephone (717) 221-1300 - Extension 1537.

**PHRC Statement:** The Pennsylvania Human Relations Act (“PHRAct’) prohibits discrimination against prospective and current students because of race, color, sex, religious creed, ancestry, national origin, handicap or disability, record of a handicap or disability, perceived handicap or disability, relationship or association with an individual with a handicap or disability, use of a guide or support animal, and/or handling or training of support or guide animals.

The Pennsylvania Fair Educational Opportunities Act (“PFEOAct”) prohibits discrimination against prospective and current students because of race, religion, color, ancestry, national origin, sex, handicap or disability, record of a handicap or disability, perceived handicap or disability, and a relationship or association with an individual with a handicap or disability.

Information about these laws may be obtained by visiting the Pennsylvania Human Relations Commission website at www. phrc.state.pa.us.

If an accommodation is needed, please contact:

<http://www.hacc.edu/StudentServices/DisabilityServices/Contact-Us.cfm>

**ADMINISTRATIVE PROCEDURE 661**

STUDENT ATTENDANCE

**I. PURPOSE**

Provides procedures for faculty to administer College-approved attendance policies for lecture courses and laboratories. (College Policy661).

**II. DEFINITIONS**

Excused absence – An absence that occurred for reasons that were: a) beyond the student’s control to prevent, and b) significant enough to reasonably prohibit attendance in class.

Unexcused absence – an absence that is not excused.

**III. PROCEDURES**

* The College is required by law to make attendance reports to the relevant agencies of students who are funded by veterans' benefits, social security payments, and various other federal, state, or private scholarship programs. Students in programs that are accredited/approved by external agencies must observe these special attendance policies delineated by the external agencies and contained in the printed course syllabus.

**Students who receive all “F” grades or a combination of all “F” and “W” grades for a term will have their aid eligibility recalculated at the end of the term. When this occurs, students may owe money on their account even if the term is over. Refer to AP 513, Financial Aid Satisfactory Academic Progress (FASAP) and Appeals Policy, for more details. Faculty will maintain accurate attendance records that indicate the last date attended for students receiving “W” or “F” grades who did not complete the course.**

B The determination of what constitutes an excused versus an unexcused absence shall be made by the instructor.

C. **An instructor may require a student to furnish documentation substantiating that an absence should be considered “excused” if absences become excessive or occur at questionable times (for example, on the day of an exam).**

D. Instructors may reduce course grades after unexcused absences exceed 10% of the total class hours that will take place throughout the semester.

E. Instructors may drop a student from a class with the concurrence of the division**/**campus administrator when unexcused absences exceed 15% of the total class hours that will take place throughout the semester and when the excessive absences preclude the possibility of the student attainingthe stated learning outcomesfor the course.

F. Individual course attendance policies shall be consistent with this procedure. Instructors must include in their written course syllabus a statement defining specific attendance policies for their individual courses. The printed course syllabus containing the attendance policy should be distributed during the first day of class. Under unusual circumstances, the syllabus may be distributed after the first day of class, but in no event shall it be distributed later than the first week of class.

G. Students are expected to attend all scheduled classes/laboratories and are responsible for all class work and assignments.

H. The College expects that instructors provide absent students with the chance to make up work, if feasible**,** when an absence has been excused.

I. Students are subject to procedures and requirements approved under this administrative procedure, which will be printed in the Student Handbook.

1. Division or discipline faculty groups may develop attendance policies or guidelines for faculty in their respective group. Such policies shall be consistent with AP 661.

LEG/EVB - 4/19/01

RRY/EVB - 5/19/05

**Make-Up Policy** :

A student will have five (5) school days to make up any work missed by an excused absence

unless other arrangements are made.

**REQUIRED ELEMENTS**

Each student will be required to:

1. Historical Book Report – book assigned by the teacher (there will be both a written paper and oral presentation to teacher were questions dealing with historical preparation will be discussed)
2. Historical Reading Research Papers based on the idea of the Document-Based Essay Question of the AP Exam. This is to include a written paper and an oral presentation to the class along with an outline and visual aid. **Each student will be required to do four of these papers on Historical readings found in Everyman in Europe vol. I & II and Aspects of Western Civilization vol. I & II document books. These topics begin with the Ancient Greeks and continue to the Early 21st Century.**
3. **Here is a list of Observations/Questions Pertinent to the Evidence taken from AP Materials to help students analyze evidence and interpretations presented in historical scholarship. ( not all of the following will be relevant to each Document)** 
   1. **What is the literal meaning of the document.**
      1. **Biography of the author(s)**
      2. **Outline of historical times it is written in**
      3. **Reasons for** the **Document being written**
      4. **Reaction of others to the writing of the Document**

**b. How well situated was the author to observe and record the event?**

**c. Is bias a factor? (ideological, class, personal}**

**d. Is specialized information necessary to understand the document? If so, for which parts.**

**e. Does the report correspond to the dictates of formal common sense?**

**f. Is there corroboration with others.**

1. Maps and Map Tests on geography, history and modern states of Europe.
2. Unit Tests to include: short answer, multiple-choice, time lines, matching and essay both in class and take home. **Questions for each section will include both an analytical and interpretive nature.**

**TEXTBOOKS and READINGS BOOK**

Chambers, Mortimer et al. The Western Experience. Boston: McGraw-Hill College, 1999

Wallbank, T. Walter et al. Civilization Past and Present 7th ed. New York: Harper Collins, 1992

Mitchell, Allen, ed. Everyman in Europe vol. I & II. Englewood Cliffs, N.J.: Prentice Hall, 1990

Rogers, Perry M., ed. Aspects of Western Civilization vol. I & II. Englewood Cliffs, N.J.:

Prentice Hall, 1998

**COURSE OUTLINE**

I have included a simplified course outline along with examples of Critical Thinking Questions which are the heart of the course.

FIRST SEMESTER

**PREHISTORIC MAN**

I. Periods of Man - based on tool development

Paleolithic

Mesolithic

Neolithic

Bronze

Iron

II. Basic Characteristics of Civilization

The where and the why

Food Production

Hunter and Gather

Herdsman

Farmer

Critical Thinking

How might knowing the geography of an area help an archaeologist decide where to dig?

**THE FIRST CIVILIZATIONS**

I. Egypt

II. Mesopotamia

III. Fertile Crescent

1. Era of Small States

1200-700 B.C.

Philistines

Phoenicans

Hebrews

2. Hittites

3. Assyrian Empire

4. Chaldean Empire

5. Persian Empire

6. Lydians

1. Major Contributions

Critical Thinking

What factors enabled civilization to appear in Mesopotamia and Egypt?

**THE GREEK WORLD**

I. Aegean Civilization 2000-1200 BC

1. Crete - Minoan

2. Greece - Mycenaean

3. Government and Culture

4. Dorian Invasion

II. Hellenic Civilization 1150-336 BC

1. Historical Periods Age of Colonization

Age of Tyranny

Democracy

2. Athens - Sparta

Government

Culture

Everyday Life

III. Persian Wars

IV. Civil War - Peloponnesian War

V. Hellenistic World 336-30 BC

Alexander the Great

Division of the Greek World

VI. Greek Contributions MEN OR IDEALS

Critical Thinking

How successful do you think Alexander might have been if he had lived to the age of 60? Explain.

**THE ROMAN WORLD**

I. Early Rome

1. Etruscan and Greek

Influence

2. Republic

Government

Class Struggle

3. Religion

II. Roman Expansion 509-133 B.C.

1. Roman Citizenship

2. Army

3. Latin League

4. Punic Wars

5. Greek Question

III. From Republic to Empire

1. Political Reforms

2. Social War

3. Civil War - Marius v. Sulia

4. Slave Revolts

5. First Triumvirate

6. Julius Caesar

7. Second Triumvirate

8. Gaius Octavianus

IV. Empire

1. Power Base

2. Government

3. Pax Romana

4. Emperors

V. Later Empire

1. Economic, Social, Political

decline

2. Barrick Emperors

3. Reform Emperors

Diocletian - Despotism

Constantine - Christianity

VI Roman Contributions

1. Roman Law

2. Architecture

3. Literature

Critical Thinking

The concept of "Bread and Circuses" has been used to describe life in Rome. Describe the social structure. Do you believe that life in Rome was built around the "dole" and "mindless entertainment"?

**THE RISE OF CHRISTIANITY AND THE FALL OF ROME**

I. Jewish Background

1. Greek Influence

2. Roman occupation of Palestine

3. Destruction of Jerusalem

4. Jewish Religious Thought

II. Christianity

1. Basic Beliefs

2. Popularity of Chritianity

3. Spread of Christianity

4. Organization of the church

5. Persecutions

6. Leadership

7. Monasticism

8. Christian Heresies

III. Fall of Rome

1. Reasons for decline

Roman Army

Agriculture

Industry and Commerce

Public Spirit

Leadership - Civil War

2. Barbarian Groups

3. Barbarian Invasion

4. 476 A.D.

5. Impact of the Barbarian Invasion

Critical Thinking

Compare and contrast the problems faced by the Roman Empire with those facing 21st. century America.

**ISLAM FROM THE BEGINNING TO 1300**

Rise of Islam

1. Mohammed

2. Basic Beliefs - Five Pillars

3. Period of Expansion

4. Reasons for success

5. Islamic Empires.

Umayyads 661-750

Abbasids 762-1258

Seljuk Turks

Ottoman Turks

6. Islamic Culture and Contributions

Critical Thinking

Why do you think Islamic civilization reflects a blend of traditions?

**EARLY MIDDLE AGES**

I. Frankish Kingdom

1. Merovingian Line

2. Government - Major domo

3. Carolingian Line

4. "Pepin's Donation"

5. Charlemagne

6. Charlemagne's Renaissance

II. Treaty of Verdun 843 A.D.

1. European Invasions

2. Feudalism - Political, Military System

3. Feudal Warfare

4. Class System

5. Manorialism - Economic, Agricultural System

6. Role of the Church

III Church in the Early Middle Ages

1. Gregory the Great

2. Missionary Activities

3. The Preservation of Knowledge

Critical Thinking

How did feudalism bring order to Medieval Society?

**THE HIGH MIDDLE AGES 1000-1300**

**EUROPE IN TRANSITION: RELIGION, POLITICS AND CULTURE**

I. Rise of Nationalism

1. Decline of Feudalism

2. Rise of Infantry

3. England

Alfred the Great

Viking Invasion 1066 - William the Conqueror

Henry II - Court System

Richard I - Crusades

John - Magna Carta

Edward I - Parliament

Hundred Years War

War of Roses

4. France

Hugh Capet

Louis the Fat

Philip II

Louis IX

Philip IV

Louis XI - Spider King

5. Spain and Portugal

Moorish Occupation

El Cid

Ferdinand and Isabella

6. Germany and Italy

Otto I 936-973

Frederick I ( Barbarossa ) 1152-1190

Frederick II 1215-1250

Golden Bull of 1356

II. Crusades

1. Causes and results

2. History

3. Influence on Europe and the Church Political

Social - Economic

III. Economic Revival 1000-1400

1. Merchant Class

2. Problems of Commerce

3. Rise of Town Life

4. Guilds

5. Financial Advances

IV. The Church of the High Middle Age

1. Power of the Pope

2. Church Organization

Chain of Command

Regular Clergy

Lay Orders

3. Beliefs of the Church

4. Church-State Relations

5. Medieval Education

6. Heresy

7. Avignon Papacy

8. Great Schism

Critical Thinking

In what ways were the Crusades both a success and a failure? Explain.

**THE BYZANTINE EMPIRE, EASTERN EUROPE AND RUSSIA TO 1600**

I. Byzantine Empire

1. Why it survived

2. Justinian the Great

3. World Power 6th-12th. Cent

4. 4th Crusade

5. Period of Decline

6. 1453 A.D.

7. Contributions

II Early Russia

1. Slavic People

2. Viking Influence

3. Orthodox Church

4. Period of Invasion

Tartars - Mongols

Teutonic Knights

Swedes

5. Rise of Moscow

6. Time of Ttoubles

Critical Thinking

How did a strong economy help the Byzantine Empire survive?

**RENAISSANCE AND THE AGE OF DISCOVERY**

I. Renaissance

1. Italian Renaissance

2. Classical Revival

3. Basic Ideas

Nationalism

Humanism

Vernacular

Individualism

4. Southern Renaissance/ Northern Renaissance 5. Black Death

6. Men and Ideas

II Age of Discovery

1. Capitalism and its Growth

2. Scientific Advances

3. Explorers

4. Overseas Empires 5. Commercial Revolution

6. Changes in Daily Life

7. Major Ideas

Line of Demarcation Treaty of Tordesillas Conquistadors Northwest Passage

III. Enlightment and the Age of Reason

1. Scientific Revolution

Areas

Theories on the Universe

Mathematics

Chemistry

Physics

Medicine

Political Science

Literature

Music 2. Cosmopolitan Culture

Critical Thinking

Compare and contrast the Renaissance of Northern and Southern Europe.

**THE REFORMATION**

I. Medieval Church

1. Early Reformers

2. Religious Causes

3. Babylonian Captivity

4. Great Schism

5. Witchcraft

II. Reformation

1. Forces

2. Underlying Causes

3. Why it began in Germany

4. Other Leaders

Zwingli

Calvin

Knox

5. English Reformation

III Counter Reformation

1. Council of Trent

2. Civil War in France

3. Revolt of the Dutch

4. Spanish Armada

5. Thirty Years' War

6. Peace of Westphalia

IV English Constitutional Crisis

1. Puritan Movement

2. Parliament v. the King 3. Petition of Right

4. Colonial Movement

5. Civil War

6. Commonwealth

Critical Thinking

Would the Reformation have occurred without Luther?